



# National Child Care Information Center

*A service of the Child Care Bureau*

NCCIC

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## ***SELECTED RESOURCE LIST: BUILDING CAPACITY for EVALUATION and ACCOUNTABILITY***

This resource list is intended to identify key selected resources on building capacity for evaluation and accountability. It is not meant to be comprehensive of all the topics or resources available to you. For more detailed information, see Assessment and Evaluation: Becoming an Educated Consumer, Part 1: Child Assessment, Part 2: Program Evaluation, and Part 3: Accountability System. These documents are available on the Web at <http://www.nccic.org/pubs/goodstart/index.html#6>.

### **Resources Related to Evaluation Principles and Practices:**

- *Early Childhood Curriculum, Assessment, and Program Evaluation: Building an Effective, Accountable System in Programs for Children Birth through Age 8* (November 2003), a revised Joint Position Statement of the National Association for the Education of Young Children and the National Association of Early Childhood Specialists in State Departments of Education. This resource is available on the Web at <http://www.naeyc.org/about/positions/pdf/CAPEexpand.pdf>.
- *Evaluating Early Childhood Programs: Improving Quality and Informing Policy* (July 2003), Vol. 23, No.6, by Walter Gilliam and Valerie Leiter, produced by ZERO TO THREE. This resource is available on the Web at [http://zerotothree.org/ztt\\_journal.html](http://zerotothree.org/ztt_journal.html).
- *Principles and Recommendations for Early Childhood Assessments* (1998), eds. Lorrie Shepard, Sharon Lynn Kagan, and Emily Wurtz, prepared for the Goal 1 Early Childhood Assessments Resource Group, National Education Goals Panel. This resource is available on the Web at <http://govinfo.library.unt.edu/negp/Reports/prinrec.pdf>.
- *The Program Manager's Guide to Evaluation* (n.d.) produced by the Administration on Children, Youth and Families. This resource is available on the Web at [http://www.acf.hhs.gov/programs/opre/other\\_resrch/pm\\_guide\\_eval/reports/pmguid/pmguide\\_toc.html](http://www.acf.hhs.gov/programs/opre/other_resrch/pm_guide_eval/reports/pmguid/pmguide_toc.html).
- "Using Scientific Knowledge to Inform Preschool Assessment: Making the Case for Empirical Validity" (2005), in *Social Policy Report*, Volume XIX, Number 1, by Hirsh-Pasek, K. This resource is available on the Web at <http://www.srce.org/Documents/Publications/SPR/spr19-1.pdf>.

## Resources Related to Building Capacity for Evaluation:

- *Learning a New Language: Effectively Communicating Early Childhood Research to Legislators* (Summer 2004), in *The Evaluation Exchange*, Volume X, No. 2, by Jack Tweedie. This resource is available on the Web at <http://www.gse.harvard.edu/hfrp/eval/issue26/bbt3.html>.
- In the same issue of *The Evaluation Exchange*, also see “Supporting Governor’s Early Childhood Policy Decisions: The Role of Research,” by Anna Lovejoy, available on the Web at <http://www.gse.harvard.edu/hfrp/eval/issue26/bbt4.html>.
- *Measuring Children’s School Readiness: Options for Developing State Baselines and Benchmarks* (March 2003), by Charles Bruner and Abby Copeman, for the State Early Childhood Policy Technical Assistance Network. This resource is available on the Web at <http://www.finebynine.org/pdf/Baselines.pdf>.
- *When and How to Use External Evaluators* (November 2002), by Tracy Rutnik and Marty Campbell, produced by the Annie E. Casey Foundation through the Funders Evaluation Initiative. This resource is available on the Web at [http://www.aecf.org/publications/data/using\\_external\\_evaluators.pdf](http://www.aecf.org/publications/data/using_external_evaluators.pdf).

## Resources Related to Systems of Accountability:

- *Assessing the State of State Assessments: Perspectives on Assessing Young Children* (2003), eds. Catherine Scott-Little, Sharon Lynn Kagan, and Richard M. Clifford, produced by the South Eastern Regional Education Laboratory. This resource is available on the Web at [http://www.serve.org/\\_downloads/REL/ELO/ASSA.pdf](http://www.serve.org/_downloads/REL/ELO/ASSA.pdf).
- *Considerations Related to Developing a System for Measuring Outcomes for Young Children with Disabilities and their Families* (April 2004), produced by the Early Childhood Outcomes Center. This resource is available on the Web at <http://www.fpg.unc.edu/~eco/pdfs/considerations.pdf>.
- *Head Start: Further Development Could Allow Results of New Test to Be Used for Decision Making* (May 2005), by the U.S. General Accountability Office (GAO). The report GAO-05-343 is available on the Web at <http://www.gao.gov/new.items/d05343.pdf>.
- *Issues in Designing State Accountability Systems* (August 2004), by Gloria Harbin, Beth Rous, and Mary McLean, produced for a conference presentation sponsored by the Office of Special Education Programs, U.S. Department of Education. This resource is available on the Web at [http://www.ihdi.uky.edu/Sparc/Issues\\_in\\_Accountability.pdf](http://www.ihdi.uky.edu/Sparc/Issues_in_Accountability.pdf).

## Resources Related to Developing Logic Models:

- *A Toolkit for Evaluating Initiatives to Improve Child Care Quality* (2003), by Toni Porter, et al., produced by Bank Street College of Education, Institute for a Child Care Continuum. This resource is available on the Web at <http://www.bankstreet.edu/iccc/toolkit.html>.
- *Logic Model Development Guide: Using Logic Models to Bring Together Planning, Evaluation, and Action* (January 2004), produced by the W.K. Kellogg Foundation. This resource is available on the Web at <http://www.wkkf.org/Programming/ResourceOverview.aspx?CID=281&ID=3669>.
- *Planning for Success: Mapping Goals, Services, and Outcomes for Program Improvement, Birth to Five, Best Practices*, Issue No. 2, produced by the Ounce of Prevention Fund. This resource is available on the Web at [http://www.ounceofprevention.org/downloads/publications/OPF\\_BT5\\_PlanningForSuccess.pdf](http://www.ounceofprevention.org/downloads/publications/OPF_BT5_PlanningForSuccess.pdf).
- *Theory of Change as a Tool for Strategic Planning: A Report on Early Experience* (October 2004) by Andrea Anderson, produced by The Aspen Institute Roundtable on Community Change. This resource is available on the Web at [http://www.theoryofchange.org/tocII\\_final4.pdf](http://www.theoryofchange.org/tocII_final4.pdf).

## Resources Related to Results-Based Accountability:

- *The Results Accountability Implementation Guide, A Practical Web-Based Guide*. This resource is available on the Web at [http://raguide.org/how\\_to\\_use\\_this\\_guide.htm](http://raguide.org/how_to_use_this_guide.htm).
- *Results Accountability Guidebook, Child Care Resource and Referral* (October 2000), produced by the Oregon Child Care Research Partnership and Oregon State University Family Policy Program. This resource is available on the Web at [http://www.naccrra.org/docs/results\\_accountability\\_guidebook\\_10-00.pdf](http://www.naccrra.org/docs/results_accountability_guidebook_10-00.pdf).
- *Using Results to Improve the Lives of Children and Families: A Guide for Public-Private Child Care Partnerships* (n.d.), by the Child Care Partnership Project. This resource is available on the Web at <http://nccic.org/ccpartnerships/results.pdf>.

## Research Databases:

- **Child Care and Early Education Research Connections.** A 50-State Data Tool allows users to create their own tables of State data; and an Instruments and Measures Section allows users to review measures that have been used in previous research, as well as search for specific measures by key words or phrases. This Web site can be accessed at <http://childcareresearch.org/discover/index.jsp>.
- **National Institute for Early Education Research (NIEER).** The Assessment Database is a resource for finding information on a variety of assessments and for identifying assessments appropriate for specific uses. Users can define specific terms to build their own custom

database or review pre-built databases developed by NIEER. A variety of related links are also identified. This Web site can be accessed at <http://nieer.org/assessment/>.

### **National Organizations:**

#### ■ Council of Chief State School Officers

The Early Childhood Education Assessment (ECEA) Consortium was initiated in 2000 to provide guidance to decision-makers on appropriate assessment systems in order to promote and ensure high-quality learning opportunities for young children. The Consortium's focus is on early childhood learning and developmental outcomes, appropriate assessment, program evaluation, and using data for system accountability.

The work produced by the Consortium assists States in addressing issues related to the development of children from birth through age 8 years. This project provides useful information and resources to help States develop assessment systems that are appropriate for all children, including those from various cultural and economic backgrounds, children who are learning English, and children with disabilities. Additionally, ECEA also communicates useful information about children's growth and development in multiple domains to educators, caregivers, policy-makers, parents, and the general public.

State assessment and early childhood staff, representatives from key early childhood education organizations—such as the National Association of Early Childhood Specialists in State Departments of Education, the National Association for the Education of Young Children, the Early Childhood and Parenting Collaborative at the University of Illinois-Urbana, and the South Eastern Regional Education Laboratory—and expert consultants from the field are participating in this project. This resource is available on the Web at [http://www.ccsso.org/projects/SCASS/Projects/Early\\_Childhood\\_Education\\_Assessment\\_Consortium/](http://www.ccsso.org/projects/SCASS/Projects/Early_Childhood_Education_Assessment_Consortium/).

#### ■ School Readiness Indicators Project

School Readiness Indicators: Making Progress for Young Children recently completed a multi-State initiative to support State and local communities' efforts to improve school readiness and ensure early school success. The task of participating States was to develop a set of child outcome and system indicators for children from birth through the 4<sup>th</sup> grade. States created a set of measurable indicators related to school readiness that can be tracked regularly over time at the State and local levels and are reporting findings to State residents. A further goal is to stimulate policy, program, and other actions to improve the ability of all children to read at grade level by the end of the 3<sup>rd</sup> grade. Information on each of the 17 States that participated in the project and related resources are available on the Web at <http://gettingready.org/matriarch/>.

The National Child Care Information Center does not endorse any organization, publication, or resource.